

St Johns Pre-School

Inspection report for early years provision

Unique reference number 511317
Inspection date 17/11/2008
Inspector Lynne Elizabeth Lewington

Setting address London Road, Hook, Hampshire, RG27 9EG

Telephone number 07775706719 or 01256 760003

Email

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

St John's Pre-School has been run by its present owner since 1993. It operates from a church hall located in the centre of Hook. There is access to a secure outside play area. Toilet facilities are on the ground floor and there is level access to the premises. The Pre-school serves the local area.

The setting is registered to care for 18 children aged between two and five years. There are currently 41 children from two years nine months to under five years on roll. This includes 30 funded three year olds and four years olds. Children attend for a variety of sessions. The setting is registered on the Early Years Register.

The group opens for eight sessions, from Monday to Friday during school term times. Morning sessions are from 09:00 until 12:00, and afternoon sessions on Tuesday, Wednesday and Thursday from 12:30 until 15:00. Children bring a packed lunch to afternoon sessions.

There are five part time staff working with the children. Three have early years qualifications at levels two and three. One member of staff is currently undertaking level three training. The setting receives support from a teacher mentor through the area cluster-group meetings. Support and advice is also received from the Area Special Educational Needs Co-ordinator and other professionals.

Overall effectiveness of the early years provision

Children make good progress in all areas of their development in this warm caring environment, where they experience a broad range of interesting activities. Through positive interaction with parents and other professionals involved with children the setting ensures individual children's needs are met. The strong staff team work closely together and encourage views from parents in order that they can effectively develop the service they offer. Regular staff meetings enable staff to evaluate and plan their work effectively, leading to continuous improvement in the service they offer.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve opportunities for children to develop their knowledge and awareness of diversity
- further develop opportunities for parents to extend and continue their children's learning at home
- further develop opportunities for children to make more choices in the play equipment they use

The leadership and management of the early years provision

A comprehensive self evaluation of the service offered indicates a clear awareness of strengths, weaknesses and areas where they are taking active steps to make improvements. The involvement of a parent's advisory panel has enabled the staff to make improvements to the service they offer to young families. For example, parents felt that the arrival at the setting was difficult due to the small amount of space available. The routine was reorganised and furniture moved at the start of the session to enable parents and children to come in, talk to staff and get ready for the morning activity in a relaxed manner.

Good relationships develop with parents because the staff are welcoming and approachable. Planned meetings are arranged to discuss children's development and social events help to create a welcoming environment. However, whilst parents do receive information about what their children have been doing they do not currently receive information about how they can further encourage their child's learning and development or extend the learning opportunities children have experienced.

Children thrive in this environment because they feel safe and secure. Staff take positive steps to ensure that both physically and emotionally the children feel safe and able to express themselves. Information regarding child protection is clearly displayed in the setting and staff are confident in the action they would take if they were concerned about a child in their care.

The quality and standards of the early years provision

The daily routine enables the children to feel confident in this well resourced setting. Parents and children are greeted warmly as they arrive making them feel welcome. The routine of the session provides children with opportunities for free choice and also times when they sit together and listen to a story or participate in ring games and action songs. This enables them to learn to be independent and also to work together, listen and contribute their ideas.

Staff observations clearly indicate children's progress and are used to plan the next steps in children's learning. Staff discuss the children's progress at regular meetings and identify areas for development. The planning takes into account children's interests and current events and clearly indicates activities that can be extended to meet the needs of the more able children. The setting is very well equipped however due to the space available only a limited selection of resources is available for the children to make choices from.

Children love the outdoor play area where they use child sized spades and brooms to clear the leaves. They work together filling the wheelbarrow developing their physical skills as they use the equipment, increasing their knowledge and understanding of the world as they examine a millipede, their communications skills as they talk about what they are doing and problem solving skills as they decide when the barrow is full and where they will need to offload it. Physical

development is further encouraged as they use wheeled toys and a low level slide.

Children enjoy opportunities to dress up and admire themselves in the large mirror. They continue their play in their dressing up clothes encouraging their creativity. The hospital equipment provides great enjoyment. Children act out experiences as they lie in bed and allow the nurse or doctor to treat them. They write prescriptions and make notes in books as they play, developing their emergent writing skills. Bandages are applied with increasing skill to children, staff and soft toys demonstrating a good level of physical dexterity. Children use mathematical language as they identify position size and shape, they count and sort as they play.

Children enjoy painting and create pictures independently, choosing their colours and showing increasing dexterity as they use the paint brushes. Language and communication is encouraged as they listen to stories, and participate in action songs. Children independently use the attractive books, looking at the pictures and identifying elements of the stories they know. Whilst a variety of books are available they do not sufficiently reflect our diverse society. However, there are positive images in posters displayed on the walls.

Staff manage children's behaviour patiently and confidently. They are positive roll models to the children demonstrating good manners to all. Children are developing an awareness of promoting their own health and safety through the routines and activities they undertake. They enjoy a healthy snack and drink at the café, where they sit with friends and an adult. This small group activity encourages their social interaction.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.